

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
3-5

Third Grade U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.E.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities. <ul style="list-style-type: none">Recognize landforms, natural resources, and waterways as important factors in building communities. Examples: Following the buffalo (nomadic life style), building settlements near natural resources

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.E.2.1. Students are able to describe characteristics of a community. Examples: language, cultures, values, rules, and laws
(Knowledge)	3.E.2.2. Students are able to identify a community's culture and history. Example: influential people and events

Third Grade U.S. History
Performance Descriptors

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">explain how obstacles and successes affected the development of early settlements and Native American communities;compare and contrast characteristics of a variety of communities;describe the effects of a community's culture on its history.
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Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • identify the obstacles and successes of the early settlers and Native Americans in creating communities; • describe characteristics of a community and its culture and history.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify types of communities; • identify the community's culture.

**Third Grade U.S. History
ELL Performance Descriptors**

Proficient	Third grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify types of communities; • identify the community's culture.
Intermediate	Third grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • identify three types of communities; • list two things of the community culture.
Basic	Third grade ELL students performing at the basic level: <ul style="list-style-type: none"> • recognize two types of communities; • recognize that the community has a culture.
Emergent	Third grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • give an example of a community • identify one thing of classroom culture.
Pre-emergent	Third grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

**Third Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.W.1.1. Students are able to identify events as past or present (examples: timelines, historical fiction literature, biographies).

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.W.2.1. Students are able to list the reasons why people immigrate (examples: war, religious reasons, way of life, freedom).

**Third Grade World History
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • explain how events of the past continue to influence current events; • describe reasons why people immigrate.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • identify events as past or present; • list the reasons why people immigrate.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify one event as past or present; • list one reason why people immigrate.

**Third Grade World History
ELL Performance Descriptors**

Proficient	Third grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify one event as past or present; • list one reason why people immigrate.
Intermediate	Third grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • identify one event in the past; • state reason why student immigrated.

Basic	Third grade ELL students performing at the basic level: <ul style="list-style-type: none"> • identify one event in the present; • recognize immigration occurs.
Emergent	Third grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • understand what an event is; • know what immigration means.
Pre-emergent	Third grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Third Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.G.1.1. Students are able to identify and use map components. Examples: title, map key, compass rose, lines and borders, roads and routes, objects and symbols <ul style="list-style-type: none"> • Construct a map using map key and symbols, title, compass rose, and boundaries.
(Knowledge)	3.G.1.2. Students are able to identify locations in a community by using grid systems.
(Application)	3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe. <ul style="list-style-type: none"> • Identify the five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, and the Great Lakes. • Identify state and national borders.

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.G.2.1. Students are able to identify reasons people move and how it affects their communities. Examples: rural to urban, ghost towns, overpopulation, school consolidation

Third Grade Geography
Performance Descriptors

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • identify and use map components to create a map; • locate and label major landforms of the United States.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • identify and use map components;

	<ul style="list-style-type: none"> • identify locations in a community by using grid systems; • identify reasons people move and how it affects their communities; • locate the seven continents, four major oceans, major United States landforms and state boundaries on a map or globe.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify three components on a map; • identify a reason people move and the effects on community.

**Third Grade Geography
ELL Performance Descriptors**

Proficient	Third grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify three components on a map; • identify a reason people move and the effects on community.
Intermediate	Third grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • identify two components on a map; • identify movement has effect on community.
Basic	Third grade ELL students performing at the basic level: <ul style="list-style-type: none"> • identify one component on a map; • identify why people move.
Emergent	Third grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • recognize a component on a map; • recognize that people move.
Pre-emergent	Third grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Third Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals and documents.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	3.C.1.1. Students are able to explain human relationships and roles in a community. <ul style="list-style-type: none"> • Classroom Examples: cooperation, Character Counts • Community Example: volunteer • Civic life Examples: following laws, voting, paying taxes
(Comprehension)	3.C.1.2. Students are able to recognize government agencies and their roles in a community. <ul style="list-style-type: none"> • Councils and boards • Lawmaking and law enforcement
(Comprehension)	3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.
(Comprehension)	3.C.1.4. Students are able to explain why communities have rules and laws. <ul style="list-style-type: none"> • Obey rules (classroom, family, community) • Conflict resolution and compromise ✓ Explain the process of making rules and laws, enforcing laws, voting, and becoming a citizen.

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities. <ul style="list-style-type: none"> • Volunteerism

**Third Grade Civics (Government)
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • compare and contrast human relations and roles; • describe examples of their rights and responsibilities as a citizen; • create a functioning set of laws for their own or a fictional community.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • explain human relationships, roles in a community, and reasons for rules and laws; • recognize government agencies and their roles in a community; • explain the importance of the Constitution and Declaration of Independence; • identify the rights and responsibilities of citizenship.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify a right and a responsibility of citizenship; • list three government agencies; • list three laws they have broken today.

**Third Grade Civics (Government)
ELL Performance Descriptors**

Proficient	Third grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify a right and a responsibility of citizenship; • list three government agencies.
Intermediate	Third grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • identify a right of citizenship; • list two government agencies.
Basic	Third grade ELL students performing at the basic level: <ul style="list-style-type: none"> • define citizenship; • list one government agency.
Emergent	Third grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • recognize citizens have rights; • recognize government agencies help citizens.
Pre-emergent	Third grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Third Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	3.E.1.1. Students are able to explain ways producers use resources to produce goods and services. Examples: human resources-workers, natural resources-trees, water, animals, soil
(Knowledge)	3.E.1.2. Students are able to identify goods and services available in the students' communities.
(Knowledge)	3.E.1.3. Students are able to identify the relationships between taxation and government service. ✓ Explain how scarcity of supplies and resources requires citizens to make choices and these choices involve costs.

Third Grade Economics
Performance Descriptors

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • describe the goods and services available in their communities; • describe a supply and demand situation in their communities; • describe how taxes affect government services.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • explain ways producers use natural resources, human resources, and capital resources to produce goods and services; • identify goods and services available in their communities; • identify the relationships between taxation and government services.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify a good and a service available in their communities; • identify a natural resource, a capital resource, and a human resource; • identify one government service that is paid for by taxes.

**Third Grade Economics
ELL Performance Descriptors**

Proficient	Third Grade ELL students performing at the proficient level: <ul style="list-style-type: none">• identify a good and a service available in their communities;• identify a natural resource, a capital resource, and a human resource.
Intermediate	Third Grade ELL students performing at the intermediate level: <ul style="list-style-type: none">• identify a good available in their communities;• identify a capital resource.
Basic	Third Grade ELL students performing at the basic level: <ul style="list-style-type: none">• identify a service available in their communities;• identify a natural resource.
Emergent	Third Grade ELL students performing at the emergent level: <ul style="list-style-type: none">• describe the difference between a good and a service;• identify a human resource.
Pre-emergent	Third Grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none">• observe and model appropriate cultural and learning behaviors from peers and adults;• listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fourth Grade U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>4.U.S.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.</p> <ul style="list-style-type: none"> • Identify historic tribes. • Explain the significance of the explorers Lewis and Clark and the Verendrye brothers and traders. Example: Manuel Lisa • Relate railroad expansion and town building. Example: how Sioux Falls developed versus the way Aberdeen or Brookings began • Explain the impact of homesteading and gold mining on the growth of South Dakota. Examples: Homestead Act, Black Hills Communities
(Knowledge)	<p>4.U.S.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.</p> <ul style="list-style-type: none"> • Identify water issues, farming and ranching issues, and Native American and non- Native American relationships. Examples: Missouri River, open range vs. homesteaders, east vs. west river, gambling issues, jurisdictional issues, racial profiling, and unemployment • Identify urban/rural population changes. Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>4.U.S.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.</p> <ul style="list-style-type: none"> • Gold Rush. • Treaties with the Native Americans Example: Treaty of 1868-resulting in Red Cloud's War • Controversy over statehood Examples: violation of treaties with the Native Americans, delay in statehood because of controversy over free versus slave states • Native American Wars Examples: Red Cloud's War, Wounded Knee • Establishment of religious colonies Example: Hutterite Colonies
(Comprehension)	<p>4.U.S.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.</p> <ul style="list-style-type: none"> • Identify major reasons or events leading to the establishment of reservations in South Dakota. Example: discovery of gold, homesteaders, Native American conflicts • Describe the effects that the relocation of Native Americans had on their culture. • Identify the locations of the nine major reservations in South Dakota.
(Comprehension)	<p>4.U.S.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.</p> <p>Examples: Red Cloud, Sitting Bull, John B. S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills</p>

**Fourth Grade U.S. History
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • connect major events with notable South Dakotans in the history of the state; • explain why environmental, economic, cultural, and population issues are of concern to South Dakota.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • explain factors affecting the growth and expansion of South Dakota, including environmental, economic, cultural, and population issues of concern to South Dakota; • describe the impact of major events and notable South Dakotans on the development of South Dakota; • explain ways that the Native American conflicts and establishment of reservations affected the Native American culture.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota; • identify a factor that affected the growth of South Dakota.

**Fourth Grade U.S. History
ELL Performance Descriptors**

Proficient	Fourth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota; • identify a factor that affected the growth of South Dakota.
Intermediate	Fourth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • describe a major event in the development of South Dakota.; • explain how South Dakota has grown.
Basic	Fourth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • identify a notable South Dakotan and how he or she impacted the development of South Dakota; • explain one change in South Dakota.
Emergent	Fourth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • identify South Dakota on a map; • recognize that South Dakota has changed over time.
Pre-emergent	Fourth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

**Fourth Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	4.W.1.1. Students are able to describe how wars affected South Dakotans. Examples: Vietnam, Persian Gulf, Code Talkers, ration stamps, economy

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities. Examples: Dutch, Norwegian, German

**Fourth Grade World History
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> describe how wars affected South Dakotans.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> describe how wars affected South Dakotans; describe influences of European cultures on South Dakota Communities.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> identify an effect of war on South Dakota.

**Fourth Grade World History
ELL Performance Descriptors**

Proficient	Fourth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> identify an effect of war on South Dakota.
Intermediate	Fourth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> identify effects of war.

Basic	Fourth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • recognize that war has effects.
Emergent	Fourth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • know what a war is.
Pre-emergent	Fourth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fourth Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	4.G.1.1. Students are able to compare regions of the United States to South Dakota. <ul style="list-style-type: none"> Define regions as categorized by geographic location. Example: Midwest, west, southwest
(Application)	4.G.1.2. Students are able to locate major South Dakota geographical and political features: <ul style="list-style-type: none"> Locate the Missouri River. Locate the Black Hills and Badlands. Locate other important cities. <p>Example: Pierre, Sioux Falls, Rapid City, your hometown, your county seat</p>
(Application)	4.G.1.3. Students are able to locate major United States political features. <ul style="list-style-type: none"> Locate 50 states and their capitals. Locate Washington D.C. <p>✓ Recognize that longitude and latitude constitute a map grid used in absolute locations.</p> <p>✓ Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, migration/movement patterns, and population maps.</p>

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each. <p>Example: South Dakota settlement patterns versus those of the Southeast</p>

	<ul style="list-style-type: none"> • Relate site selection of settlements to natural resources. • Explain the impact of geographic location on the growth and expansion of South Dakota. <p>Example: locations of historic tribes</p> <p>Example: routes of explorers and traders such as Pierre Chateau and Manuel Lisa, Lewis and Clark, and the Verendrye brothers</p> <p>Examples: relationship of railroad expansion and town building, homesteaders and gold miners, and rainfall, prairie, Great Plains, Black Hills, the Missouri River system</p>
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**Fourth Grade Geography
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • compare and contrast regions of the United States to South Dakota; • locate major South Dakota geographical and political features and how they affect the state.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • compare regions of the United States to South Dakota; • locate major South Dakota geographical and political features; • locate major United States political features; • describe how the resources of various regions and the state of South Dakota affected the growth of each.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • compare a region of the United States to South Dakota; • describe a region of the United States; • locate a major United States political feature.

**Fourth Grade Geography
ELL Performance Descriptors**

Proficient	Fourth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • compare a region of the United States to South Dakota; • describe a region of the United States; • locate a major United States political feature.
Intermediate	Fourth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • list characteristics of a region of the United States; • list the five regions of the United States; • locate a major political feature in South Dakota.
Basic	Fourth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • list characteristics of South Dakota;

	<ul style="list-style-type: none">• list three regions of the United States;• find the capital of South Dakota.
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Emergent	Fourth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • recognize that South Dakota is in the Midwest Region of the United States; • list one region of the United States; • find South Dakota on a map.
Pre-emergent	Fourth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fourth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.</p> <p>Examples: gender, age, race, handicaps, socioeconomic status, occupation, schools</p>
(Knowledge)	<p>4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.</p> <p>Examples: state constitution, fight for the capital, branches of state government, history of state name (i.e., originates from one of the dialects of the Siouan language)</p> <p>✓ Recognize South Dakota's nine reservations as sovereign nations with their own governments and laws.</p> <p>Example: Hunting and fishing licenses are different from State.</p> <p>Example: Federal and state laws apply because reservations are federal land, and both native and non-native people live on the reservations.</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.</p> <p>Example: the right and responsibility to vote, the right to own property, civil and human rights, the responsibility to pay taxes and to volunteer</p>

Fourth Grade Civics (Government)
Performance Descriptors

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> describe how to be a responsible citizen in South Dakota.
Proficient	<p>Fourth grade students performing at the proficient level:</p>

	<ul style="list-style-type: none"> • describe the way the government provides for the needs of its citizens; • describe South Dakota's entry into statehood; • describe the actions and rights of a responsible citizen.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • describe a way that the government provides for the needs of its citizens; • list three rights and actions of a responsible citizen.

**Fourth Grade Civics (Government)
ELL Performance Descriptors**

Proficient	Fourth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • describe one way that the government provides for the needs of its citizens; • list three rights and actions of a responsible citizen.
Intermediate	Fourth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • name three needs of citizens; • list a right and action of a responsible citizen.
Basic	Fourth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • name one need of citizens; • list two rights of a citizen.
Emergent	Fourth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • recognize that government provides for the needs of citizens; • list one right of a citizen.
Pre-emergent	Fourth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fourth Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met. Examples: bartering, money, fur trading, credit, agriculture, manufacturing, industry, imports and exports, tourism
(Comprehension)	4.E.1.2. Students are able to explain the factors that affect economic decisions in South Dakota. Examples: values and beliefs, finance, drought, family, unemployment, choices and tradeoffs involved in making personal financial decisions
(Knowledge)	4.E.1.3 Students are able to identify how government pays for the goods and services it provides. Example: taxing and borrowing

Fourth Grade Economics
Performance Descriptors

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> compare how economic resources are used in South Dakota with their use in other regions of the United States; explain the economics of South Dakota.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> describe how the economic needs of South Dakotans and people in other regions of the United States have been met; explain the factors that affect economic decisions in South Dakota; identify how government pays for the goods and services it provides.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> list one economic resource in South Dakota; list a factor that affects the economics of South Dakota.

**Fourth Grade Economics
ELL Performance Descriptors**

Proficient	Fourth Grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • list one economic resource in South Dakota; • list a factor that affects the economics of South Dakota.
Intermediate	Fourth Grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • identify one economic resource in the Midwest; • describe a factor that affects economics.
Basic	Fourth Grade ELL students performing at the basic level: <ul style="list-style-type: none"> • identify one economic resource; • identify a factor that affects economics.
Emergent	Fourth Grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • identify one resource; • understand the meaning of economic.
Pre-emergent	Fourth Grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fifth Grade U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>5.U.S.1.1. Students are able to differentiate the lifestyles of various Native American tribes.</p> <p>Examples: Northwest, Southwest, Plains, Eastern Woodlands, Middle America</p> <p>Examples: jobs, dwellings, religious beliefs, clothing, tools, food, government</p>
(Knowledge)	<p>5.U.S.1.2. Students are able to identify key early American explorers and their accomplishments.</p> <p>Examples: Columbus, Cortez</p> <ul style="list-style-type: none"> • Locate the routes, explain reasons, and identify obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England. • Evaluate the impact on the first Americans.
(Knowledge)	<p>5.U.S.1.3. Students are able to identify influential people and key events during the American Revolution.</p> <ul style="list-style-type: none"> • Identify the role of key individuals. Examples: King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry • Recall the key events and battles of the American Revolution. Examples: Boston Tea Party, Stamp Act, Sugar Act, Battle of Lexington and Concord, Battle of Saratoga, Surrender at Yorktown
(Knowledge)	<p>5.U.S.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1861.</p> <ul style="list-style-type: none"> • Identify the areas of growth and territorial exploration. Example: The Louisiana Purchase and the acquisitions of Florida, Texas, Oregon and California • Recognize the impact of inventions on life in the United

	States. Examples: the steamboat, cotton gin, locomotives
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Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	5.U.S.2.1. Students are able to identify the reasons that lead to the development of colonial America. Example: escape from religious persecution, release from prison, economic opportunity, adventure
(Knowledge)	5.U.S.2.2. Students are able to describe the political relationship between the colonies and England. Example: representative/ monarchy/democracy
(Comprehension)	5.U.S.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War. Examples: slavery, states rights

**Fifth Grade U.S. History
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none"> • compare and contrast various Native American tribes; • describe the cause/effect relationship leading to the American Revolution; • describe key inventions and how they impacted the United States.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none"> • differentiate the lifestyles of various Native Americans tribes; • identify key early American explorers and their accomplishments; • identify influential people and key events during the American Revolution; • identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1861; • identify the reasons that lead to the development of colonial America and the relationship that followed between the British and the colonies; • compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil

	War.
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Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none"> • identify an accomplishment of an explorer; • identify one characteristic of a Native American tribe; • name one invention that influenced the history of the United States; • identify a key event of the American Revolution.
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**Fifth Grade U.S. History
ELL Performance Descriptors**

Proficient	Fifth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify an accomplishment of an explorer; • identify a characteristic of a Native American tribe; • name one invention that influenced the history of the United States; • identify a key event of the American Revolution.
Intermediate	Fifth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • name an explorer; • name one Native American Tribe; • name an invention; • know who was involved in the American Revolution.
Basic	Fifth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • recognize an explorer; • identify a Native American Tribe's name; • describe what an invention is; • know when the American Revolution happened.
Emergent	Fifth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • know what explorer means; • know that Native Americans have tribes; • know what the word invention means; • know that the American Revolution happened.
Pre-emergent	Fifth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

**Fifth Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact. Examples: Native Americans, colonists
(Comprehension)	5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially Examples: French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures

**Fifth Grade World History
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none"> describe the causes and effects of European exploration and their impacts; describe key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none"> identify the causes and effects of European exploration and their impacts; describe the impact other countries had on the United States through exploration, trade, and conflict; identify key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.
Basic	Fifth grade students performing at the basic level:

	<ul style="list-style-type: none"> • identify an effect of European exploration.
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**Fifth Grade World History
ELL Performance Descriptors**

Proficient	Fifth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • identify an effect of European exploration.
Intermediate	Fifth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • name one European exploration.
Basic	Fifth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • know what the term exploration means.
Emergent	Fifth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • find Europe on the map.
Pre-emergent	Fifth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fifth Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe. <ul style="list-style-type: none"> • Compare absolute location to relative location
(Application)	5.G.1.2. Students are able to compare maps of different types and scales. <ul style="list-style-type: none"> • Interpret information using appropriate maps. <p>Examples: relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, historical</p>

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers. <ul style="list-style-type: none"> • Describe ways humans impacted the natural environment. <p>Example: building dams, roads, railroads, cities and towns, farming</p> <ul style="list-style-type: none"> • Explain the influence of geographic and climatic factors on the movement of people, goods, and services.
(Comprehension)	5.G.2.2. Students are able to explain explorers' discoveries in the New World. <p>Examples: riches, trade routes, mountains, rivers, woodlands</p>

**Fifth Grade Geography
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none"> • compare and contrast maps of different scales; • explain the relationship between the influences of geographic and climatic factors; • compare and contrast explorers' discoveries in relation to geographic areas in the New World.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none"> • apply longitude and latitude to find absolute locations on a map and globe; • compare maps of different types and scales; • describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers; • explain explorers' discoveries in the New World.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none"> • apply longitude and latitude to find a location on a map or globe; • explain an explorer's discovery in the New World.

**Fifth Grade Geography
ELL Performance Descriptors**

Proficient	Fifth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • apply longitude and latitude to find a location on a map or globe; • explain one explorer's discovery in the New World.
Intermediate	Fifth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • define longitude; • name one explorer.
Basic	Fifth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • define latitude; • recognize that explorers visited the New World long ago.
Emergent	Fifth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • acknowledge lines of longitude and latitude on a map; • recognize the New World is North America.
Pre-emergent	Fifth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fifth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p>5.C.1.1. Students are able to define basic differences between various forms of government.</p> <p>Example: Democracy is elected officials whereas a monarchy follows a family lineage having a king or queen.</p> <p>Example: Democracy gives everyone a voice; republic has representatives.</p> <ul style="list-style-type: none"> • Democracy • Republic • Monarchy • Dictatorship
(Comprehension)	<p>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</p> <p>Example: levels of government: local, state, and national</p> <p>Example: branches of government: legislative, executive, and judicial</p> <ul style="list-style-type: none"> • Explain the central message of patriotic slogans, notable speeches, and selected historical documents up to the Civil War. <p>Examples:</p> <p style="padding-left: 40px;">“Give me liberty or give me death” by Patrick Henry</p> <p style="padding-left: 40px;">“No taxation without representation”</p> <p style="padding-left: 40px;">“Remember the Alamo”</p> <p>Examples: Preamble to the Constitution, Declaration of Independence</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
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(Comprehension)	<p>5.C.2.1. Students are able to describe how volunteerism helped develop the United States.</p> <p>Example: Revolutionary War Patriots, Minutemen</p> <p>✓ Identify examples of conflicts over human rights and their resolutions.</p> <ul style="list-style-type: none"> The important people who helped resolve them <p>Examples: Patrick Henry, Ben Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglas, Harriet Tubman</p> <ul style="list-style-type: none"> Conflicts from colonial times up to the Civil War with emphasis on the Revolutionary War
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**Fifth Grade Civics (Government)
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> explain the basic differences between forms of government; compare the branches of government in the United States.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> define basic differences between various forms of government; define and describe the roles of the democratic government of the United States; describe how volunteerism helped develop the United States.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> identify the United States as a democracy; identify a slogan, a speech, and a historical document created or used before the Civil War.

**Fifth Grade Civics (Government)
ELL Performance Descriptors**

Proficient	<p>Fifth grade ELL students performing at the proficient level:</p> <ul style="list-style-type: none"> identify the United States as a democracy; identify a slogan, a speech, and a historical document created or used before the Civil War.
Intermediate	<p>Fifth grade ELL students performing at the intermediate level:</p> <ul style="list-style-type: none"> define democracy; identify a slogan created or used before the Civil War.
Basic	<p>Fifth grade ELL students performing at the basic level:</p> <ul style="list-style-type: none"> recognize that democracy is the form of government in the United States; identify a speech created or used before the Civil War.
Emergent	<p>Fifth grade ELL students performing at the emergent level:</p>

	<ul style="list-style-type: none">• recognize that democracy is a form of government;• identify a historical document created or used before the Civil War.
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Pre-emergent	Fifth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.
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Fifth Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	5.E.1.1. Students are able to describe the role of trading in early United States history. Examples: bartering, triangular trade
(Knowledge)	5.E.1.2. Students are able to describe examples of various institutions that make up economic systems. Examples: households, businesses, banks, government agencies, labor unions, corporations
(Comprehension)	5.E.1.3. Students are able to describe key economic events prior to 1860 leading to the expansion of territories in the United States. Examples: Dakota Territory, Louisiana Purchase, Indian Removal Acts, Gold Rush ✓ Explain the role of individual values and beliefs in determining society's production patterns (supply and demand).

Fifth Grade Economics
Performance Descriptors

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none"> • connect the role of trading to the expansion of the United States; • compare and contrast various institutions that make up economic systems.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none"> • describe the role of trading in early United States history; • describe examples of various institutions that make up economic systems; • describe economic events prior to 1860 leading to the expansion of territories in the United States.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none"> • name an example of an institution that is part of our economic system; • identify an economic event that lead to the expansion of the United States.

**Fifth Grade Economics
ELL Performance Descriptors**

Proficient	Fifth Grade ELL students performing at the proficient level: <ul style="list-style-type: none">• name an example of an institution that is part of our economic system;• identify an economic event that lead to the expansion of the United States.
Intermediate	Fifth Grade ELL students performing at the intermediate level: <ul style="list-style-type: none">• name an example of an institution;• describe an economic event.
Basic	Fifth Grade ELL students performing at the basic level: <ul style="list-style-type: none">• name an institution;• recognize an economic event.
Emergent	Fifth Grade ELL students performing at the emergent level: <ul style="list-style-type: none">• identify an institution;• recognize that the United States has an economy.
Pre-emergent	Fifth Grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none">• observe and model appropriate cultural and learning behaviors from peers and adults;• listen to and observe comprehensible instruction and communicate understanding non-verbally.

U.S. HISTORY STANDARDS
3-5

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Third Grade	Fourth Grade	Fifth Grade
3.U.S.1.1. (Knowledge) Identify the obstacles and successes of the early settlers and Native Americans in creating communities.	4.U.S.1.1. (Comprehension) Explain factors affecting the growth and expansion of South Dakota.	5.U.S.1.1. (Comprehension) Differentiate the lifestyles of various Native American tribes.
	4.U.S.1.2. (Knowledge) Identify basic environmental, economic, cultural, and population issues of concern to South Dakota.	5.U.S.1.2. (Knowledge) Identify key early American explorers and their accomplishments.
		5.U.S.1.3. (Knowledge) Identify influential people and key events during the American Revolution.
		5.U.S.1.4. (Knowledge) Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1861.

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Third Grade	Fourth Grade	Fifth Grade
3.U.S.2.1. (Knowledge) Describe characteristics of a community.	4.U.S.2.1. (Knowledge) Describe the impact of significant turning points on the development of the culture in South Dakota.	5.U.S.2.1. (Knowledge) Identify the reasons that lead to the development of colonial America.
3.U.S.2.2. (Knowledge) Identify a community's culture and history.	4.U.S.2.2. (Comprehension) Explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.	5.U.S.2.2. (Knowledge) Describe the political relationship between the colonies and England.
	4.U.S.2.3. (Comprehension) Describe the influence of notable South Dakotans on the development of our state.	5.U.S.2.3. (Comprehension) Compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War.

WORLD HISTORY STANDARDS
3-5

Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.

Third Grade	Fourth Grade	Fifth Grade
3.W.1.1. (Knowledge) Identify events as past or present.	4.W.1.1. (Comprehension) Describe how wars affected South Dakotans.	5.W.1.1. (Knowledge) Identify the causes and effects of European exploration and their impact.
		5.W.1.2. (Comprehension) Describe the impact other countries had on the United States through exploration, trade, and conflict.

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Third Grade	Fourth Grade	Fifth Grade
3.W.2.1. (Knowledge) List the reasons why people immigrate.	4.W.2.1. (Knowledge) Describe influences of European cultures on South Dakota communities.	5.W.2.1. (Knowledge) Identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.

GEOGRAPHY STANDARDS

3-5

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Third grade	Fourth Grade	Fifth Grade
3.G.1.1. (Knowledge) Identify and use map components.	4.G.1.1. (Comprehension) Compare regions of the United States to South Dakota.	5.G.1.1. (Application) Apply longitude and latitude to find absolute locations on a map and globe.
3.G.1.2. (Knowledge) Identify locations in a community by using grid systems.	4.G.1.2. (Application) Locate major South Dakota geographical and political features.	5.G.1.2. (Application) Compare maps of different types and scales.
3.G.1.3. (Application) Locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.	4.G.1.3. (Application) Locate major United States political features.	

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Third Grade	Fourth Grade	Fifth Grade
3.G.2.1. (Knowledge) Identify reasons people move and how it affects their communities.	4.G.2.1. (Knowledge) Describe how the resources of various regions and the state of South Dakota affected the growth of each.	5.G.2.1. (Comprehension) Describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.
		5.G.2.2. (Comprehension) Explain explorers' discoveries in the New World.

CIVICS (GOVERNMENT) STANDARDS
3-5

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Third Grade	Fourth Grade	Fifth Grade
3.C.1.1. (Comprehension) Explain human relationships and roles in a community	4.C.1.1. (Comprehension) Describe the way the government provides for the needs of its citizens.	5.C.1.1. (Knowledge) Define basic differences between various forms of government.
3.C.1.2. (Comprehension) Recognize government agencies and their roles in a community.	4.C.1.2. (Knowledge) Describe key events related to South Dakota's entry into statehood.	5.C.1.2. (Comprehension) Define and describe the roles of democratic government of the United States.
3.C.1.3. (Comprehension) Explain the meaning and importance of the Constitution and Declaration of Independence.		
3.C.1.4. (Comprehension) Explain why communities have rules and laws.		

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Third Grade	Fourth Grade	Fifth Grade
3.C.2.1. (Knowledge) Identify the rights and responsibilities of citizenship in students' own communities.	4.C.2.1. (Knowledge) Describe the actions and rights of a responsible citizen.	5.C.2.1. (Comprehension) Describe how volunteerism helped develop the United States.

ECONOMICS STANDARDS
3-5

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Third Grade	Fourth Grade	Fifth Grade
3.E.1.1. (Comprehension) Explain ways producers use resources to produce goods and services.	4.E.1.1. (Comprehension) Describe how the economic needs of South Dakotans and people in other regions of the United States have been met.	5.E.1.1. (Comprehension) Describe the role of trading in early United States history.
3.E.1.2. (Knowledge) Identify goods and services available in the students' communities.	4.E.1.2. (Comprehension) Explain the factors that affect economic decisions in South Dakota.	5.E.1.2. (Knowledge) Describe examples of various institutions that make up economic systems.
3.E.1.3. (Knowledge) Identify the relationships between taxation and government service.	4.E.1.3. (Knowledge) Identify how government pays for the goods and services it provides.	5.E.1.3. (Comprehension) Describe key economic events prior to 1860 leading to the expansion of territories in the United States.